



IDAHO COMMISSION FOR LIBRARIES

## The Idaho School Libraries Impact Study School Librarians Survey

**Deadline: April 15, 2009**

Complete and Mail to: RSL Research Group  
527 W. Ash Court  
Louisville, CO 80027

### Idaho School Librarians Survey

**IMPORTANT!** You can be sure that any perceptions or opinions you express in this survey will remain completely confidential! All survey results will be combined and analyzed statistically, but no single response or survey will ever be associated with any respondent in any published results. Exceptions: Should you take the option offered below to share a story, and if it is published, your name will appear as its author. Also, your name and e-mail address are required for the drawings for an iPod Nano and a Playaway self-contained digital audio book.

There are only 13 questions, mostly mouse clicks, that you can easily complete in 5 to 10 minutes - it matters!

1. Please enter the name of your school, the city or town it is in, and the name of your school district.

a. School Name:

b. Idaho City or Town:

c. School District:

2. Which of the following options best matches the position in which you are employed? (NOTE: The term "librarian" as used later in this survey includes all school library-related positions.)

☐ Classroom Teacher

☐ Library Media Generalist or Specialist

☐ Library Media Aide

☐ Teacher Aide

3. What is your highest level of formal education?

- ☐ High School/GED
- ☐ Associate's
- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate

4. In what year did you complete that level? Please enter a four digit year.

5. In what year were you first employed as a K-12 educator? Please enter a four digit year.

6. In what year were you first employed as a school librarian? Please enter a four digit year.

7. How much of a typical week do you work as a school librarian?

- ☐ Full time
- ☐ At least half-time
- ☐ Less than half-time

8. Do you staff more than one school library? (If YES, please complete a separate survey for each school library. Your response from each school is very important, even if many questions are answered the same.)

- ☐ Yes
- ☐ No

9. How often do you participate in each of the following types of professional development or continuing education activities?

	At least once a year	At least every two years	Less frequently
a. Formal classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. District in-service events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Online workshops, webinars, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How often does each of the following happen in your experience as a school librarian? Please answer all parts of the question. (If a part does not apply to your situation, please mark "Rarely or never".)

	At least weekly	At least monthly	At least once per semester	At least annually	Rarely or never
a. Classes visit the library on a fixed schedule (a set day of the week and/or time of day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Classes and/or students visit the library on a flexible schedule (based on curricular needs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Classroom teachers accompany and remain with their students in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am invited to teach or co-teach in classrooms by teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	At least weekly	At least monthly	At least once per semester	At least annually	Rarely or never
e. I pro-actively provide classroom teachers with resources useful in instructional design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Classroom teachers ask me for resources needed to design a unit of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I initiate collaboration with classroom teachers to design and deliver a unit of instruction together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Classroom teachers initiate collaboration with me to design and deliver a unit of instruction together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Classroom teachers ask me for help in learning new information-seeking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I provide learning opportunities about new information-seeking skills and invite classroom teachers to participate in them (whether on a one-to-one basis, in informal groups of colleagues, or in formal professional development in-service events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Which of the following terms best describes how you believe you are perceived by your principal and by the teachers with whom you work most closely? Please mark ALL that apply.

	Principal	Teachers
a. Curriculum designer	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional support	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher	<input type="checkbox"/>	<input type="checkbox"/>
d. In-service professional development provider	<input type="checkbox"/>	<input type="checkbox"/>
e. Reading motivator	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutor of at-risk students	<input type="checkbox"/>	<input type="checkbox"/>
g. Curricular/instructional resources manager	<input type="checkbox"/>	<input type="checkbox"/>
h. Administrator	<input type="checkbox"/>	<input type="checkbox"/>
i. Web site manager	<input type="checkbox"/>	<input type="checkbox"/>
j. Technology instructor	<input type="checkbox"/>	<input type="checkbox"/>
k. Technology troubleshooter	<input type="checkbox"/>	<input type="checkbox"/>
l. School leader	<input type="checkbox"/>	<input type="checkbox"/>

12. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH ALONE?

	Excellent	Good	Fair	Poor	Don't know/Not Applicable
a. ICT literacy. Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Excellent	Good	Fair	Poor	Don't know/Not Applicable
b. Independent learning. Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Social responsibility. Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

13. How well do you feel Information/Communication/Technology (ICT) literacy standards are addressed by you when you TEACH WITH OR OTHERWISE SUPPORT CLASSROOM TEACHERS?

	Excellent	Good	Fair	Poor	Don't know/Not Applicable
a. ICT literacy. Students are taught to identify information needs and to access, evaluate, manage, integrate, create, and communicate information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Independent learning. Students are taught to pursue information related to their personal interests, to appreciate literature and other creative expression, and to generate knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

c. Social responsibility. Students are taught to recognize the importance of information in a democratic society, practice ethical behavior in regard to information and technology, and to share information and collaborate in its use in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

OPTION! Feedback about your successes is encouraged. Share a story on an extra page about any of your successes, and it might be published in the final report.

If you did offer a story, or if you want your name to be in the drawings for an iPod Nano and a Playaway self-contained digital audio book, please enter your name and email address.

a. First and last name:

b. Email address:

THE IDAHO COMMISSION FOR LIBRARIES THANKS YOU FOR YOUR VALUABLE INPUT!